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ABSTRACT

This booklet is intended to assist vocational educators in building business-education partnerships through extended campus and preapprenticeship programs. It contains suggestions for implementing preapprenticeship, extended campus (job site), and apprenticeship-type programs that can be constructed within the framework of existing vocational education classes. Sample forms and materials are also provided. The following topics are covered: primary and fringe benefits of school-business partnerships in developing/implementing extended campus/preapprenticeship programs; tips for getting started; program implementation (time factors and schedules, student roles/responsibilities, liability considerations, day-to-day operations and procedures for monitoring them, and evaluation); program aftermaths; and basic differences between apprenticeship programs and extended campus/preapprenticeship programs. Two appendixes are also included. The first contains a sample extended campus agreement, liability waiver, and job site evaluation form. The second appendix is a sample learning guide containing the following: purpose and performance objectives, learning activities, employability attitudes, evaluation, written activity sheet, and essay summary of the learning experience. (MN)

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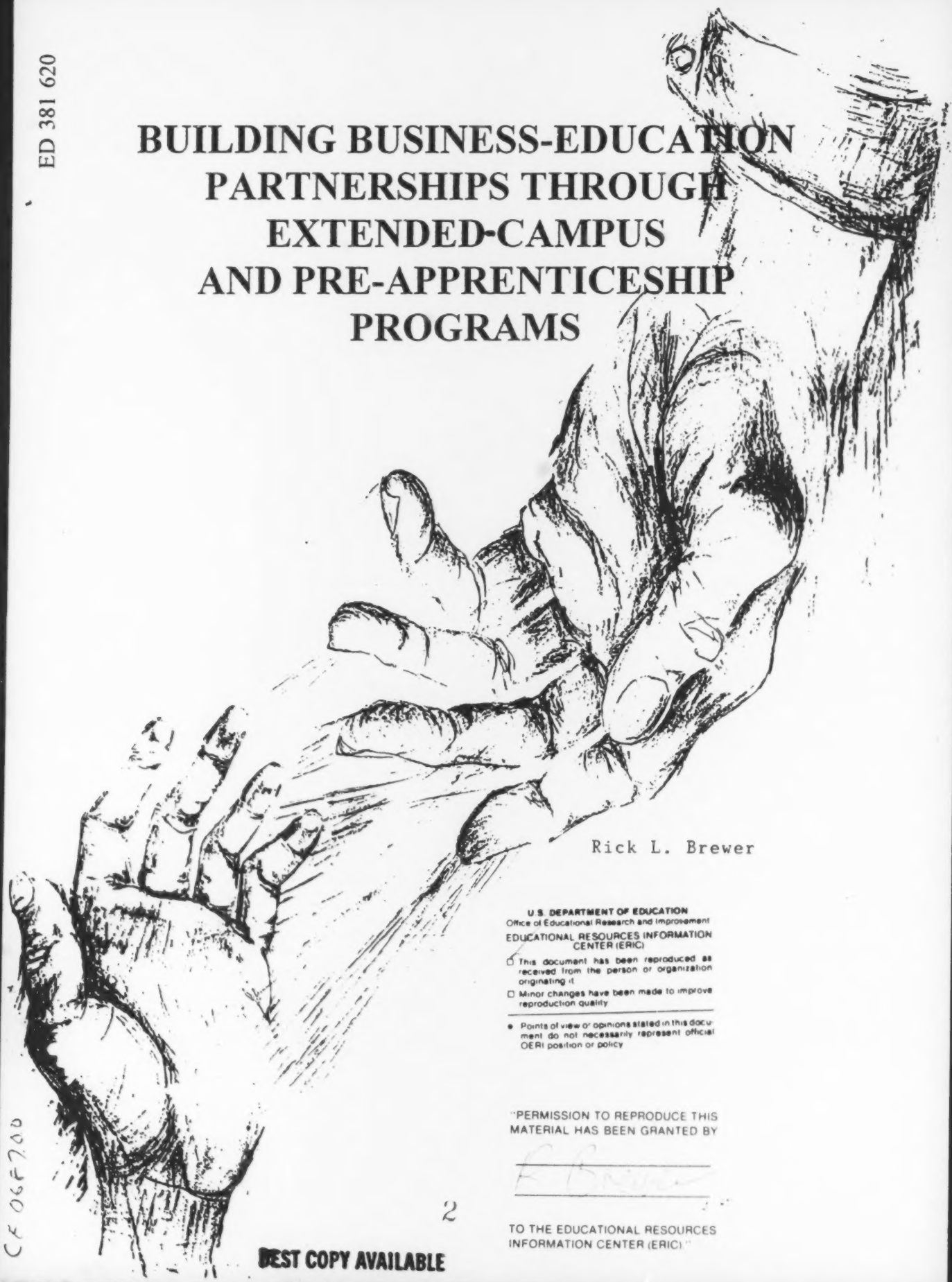
BUILDING BUSINESS-EDUCATION PARTNERSHIPS THROUGH EXTENDED-CAMPUS AND PRE-APPRENTICESHIP PROGRAMS



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A WORD, A SPARK, A BLAZE

The slightest well-aimed
word of praise
may ignite a life-long passion
for learning.

Teaching is like keeping kindling
aglow during a mountain blizzard.

If teachers fan too briskly,
they may clumsily
scatter the sparks to the wind.

The challenge is to inspire,
encourage, nurture, and lead;
fan the desire to learn,
until it becomes
a self-sustaining blaze.

Brewer '94

BUILDING BUSINESS-EDUCATION PARTNERSHIPS THROUGH EXTENDED-CAMPUS AND PRE-APPRENTICESHIP PROGRAMS

** AN EASY TO USE INSTRUCTOR GUIDE **

* BENEFITS!
* TIPS FOR GETTING STARTED
* STEP-BY-STEP PROCEDURES FOR IMPLEMENTATION
* SAMPLE DOCUMENTS FOR REFERENCE
* SUGGESTED STUDENT ACTIVITIES
* A SAMPLE LEARNING GUIDE
* HELPFUL HINTS

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BUILDING BUSINESS-EDUCATION PARTNERSHIPS THROUGH EXTENDED-CAMPUS AND PRE-APPRENTICESHIP PROGRAMS

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Acknowledgement:

Special recognition is extended to the faculty and staff of Pekin Community High School, District 303, for their continuing commitment to excellence in education.

Author's Note:

Given: Communities must work together to educate their children. Business-Education Partnerships can be a powerful resource to this end.

Extended-site and Pre-apprenticeship type programs are by no means new to successful educators, on the contrary. There is, however, new nation-wide appreciation of the critical need for school-to-work transition.

Suggestions offered in this booklet come from personal experience. The content is by no means comprehensive. You are encouraged to utilize and modify to fit your own needs. The writing style, occasionally humorous, is meant only to add a bit of levity to your monumental task as an educator. I sincerely hope you find something of value to assist you in your efforts... We're all in this together.

CREATIVELY UTILIZING YOUR COMMUNITY RESOURCES CAN CREATE AN EXPLOSION OF NEW POTENTIALS IN YOUR EDUCATIONAL PROGRAMS!

PROVERB...

"The education of a child is merely the reflection of a community's commitment to self-preservation."

PURPOSE

The purpose of this guide is to provide a useful tool to aid instructors in the development of business/education partnerships through the implementation of EXTENDED-CAMPUS, PRE-APPRENTICESHIP, and APPRENTICESHIP type programs.

These training programs have the unique ability to introduce students to the actual demands of society they will encounter after high school.

Of critical importance, is that these on-the-job experiences occur in CAREER FIELDS of ACUTE INTEREST TO THE STUDENT. This unique feature capitalizes on each student's built-in motivations. Students become energized to learn those skills which better prepare them to cope with the transitional shock of leaving the relatively sheltered school/home environment to face the new challenges of work and independent living.

ABOUT THIS BOOKLET

This handbook is designed to be of practical assistance to educators. It contains suggestions for implementation of pre-apprenticeship and extended-campus type (job-site) programs, which can be constructed within the framework of your existing classes.

Sample forms and materials are included for your convenience to be utilized as you wish. I am optimistic that you will find this handbook useful in building some form of new business/education partnership, or enhancing your already excellent program.

STATEMENTS, HELPFUL HINTS, AND SUGGESTIONS HAVE BEEN FIELD-TESTED FOR OVER A FIVE YEAR PERIOD PRIOR TO AUTHORSHIP OF THIS TEXT...THEY REALLY WORK!

SPECIAL ACKNOWLEDGEMENTS

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Mr.Gary Turner, Pekin Machine Co., Pekin, Illinois; for his ten years of cooperation, assistance, and encouragement in the development of business/education partnerships with Pekin Community High School Vocational Education and its students

AND TO...

Mr. Dan Bennett of Ray Dennison Chevrolet, Pekin, Illinois

Mr. Glenn Spencer of Velde Ford, Lincoln, Mercury, Pekin, Illinois

Mr. Bruce Byerly, Byerly Aviation, Pekin and Peoria, Illinois

All have given time and effort to improve the future of their community by providing valuable on-the-job, extended-campus, pre-apprenticeship learning experiences for students in Central Illinois.

EDUCATION IS NOT EXPENSIVE, IT IS PRICELESS.

BUILDING BUSINESS AND EDUCATION PARTNERSHIPS THROUGH THE DEVELOPMENT OF EXTENDED-CAMPUS/PRE-APPRENTICESHIP PROGRAMS

CONTENTS

Introduction....1
Who benefits....1
Assessing the possibilities....2
Investment....3
Fringe benefits....4
Practical reasons....4
Definitions....5
How to get started....6
How does this thing work....7
Time factors and schedules....7
What does the student do....7,8
The liability factor....8
Implementation....10
Let's begin....10
Monitoring and day-to-day operations....11
Evaluation....12
Aftermath....12
Apprenticeships....13
The best of both worlds....13

APPENDIX A (Documents)
Extended campus agreement....A-1
Liability waiver....A-2
Sample job-site evaluation form....A-3

APPENDIX B (The Learning Guide)
Purpose and performance objectives....B-1
Learning activities....B-2
Employability attitudes....B-2
Evaluation....B-3
Written activity sheet....B-7
Essay summary of experience....B-9

INTRODUCTION

If you enjoy reading reams of philosophic abstract speculation on the intricacies of the learning processes in the ideal cerebral athlete, throw this booklet down quickly!

THIS HANDBOOK IS INTENDED TO HELP YOU DRAIN THE SWAMP!

This publication is a handbook, an instructor's guide, and a practical tool for vocational and career orientation teachers in all subject areas.

If you already have some type of on-the-job training program, perhaps you may find something of value, applicable to your situation, which may help you enhance your already successful efforts.

If you haven't experienced the potential opportunities of business/education partnerships, try to apply these concepts to your unique situation to develop programs which suit your specific needs.

EXTENDING YOUR CAMPUS, reaching out creatively to TAP YOUR COMMUNITY'S RESOURCES, and encouraging the professionals of your specific subject areas to work with your students is tremendously beneficial to all concerned. Students, teachers, businesses, and the community all win!

WHO BENEFITS???

A spectacular feature of extended-campus, pre-apprenticeship, and apprenticeship programs is their unique flexibility. Your choice of the type of program you develop must be determined by the type of business/education relationships you are able to cultivate and the educational environment you work within.

Suggestions presented here can be used in a variety of subject areas such as autobody repair, child care, food preparation, aerospace engineering or software design. Classes from high-tech through low-tech can all benefit.

Students of all abilities can participate. Students with special needs may require more intensive on-the-job training and supervision, however, students of all abilities need career awareness and employability skills.

ALL STUDENTS NEED TO SEE THE RELEVANCE
AND APPLICATION OF ACADEMIC CONCEPTS. DON'T YOU???

ASSESSING THE REALITIES!

The key is to utilize the potentials of your own situation. You may be blessed with a fabulously wealthy school district, three or four free preparation periods, absolutely gifted vocational students, and booming corporations rolling out the red carpet to your classes.

This is you? Great! Where do I apply???

Most likely your situation is, to say the least, much more modest.

NOW, ASSESS YOUR POSSIBILITIES!!!

(1) Would your administration support improved public relations?

(2) Would the parents in your district be enthusiastic about their children acquiring skills demanded by the current job market?

(3) Are many of your students motivated by seeing the "real world" at work in an area of their interest?

(4) Wouldn't students be interested in understanding how academics are applied in the employment arena? (For some, a more realistic translation may be, "Why should I go through all this torture just to graduate from high school?")

(5) Wouldn't it be helpful for you to have technical advice as close as the nearest telephone?

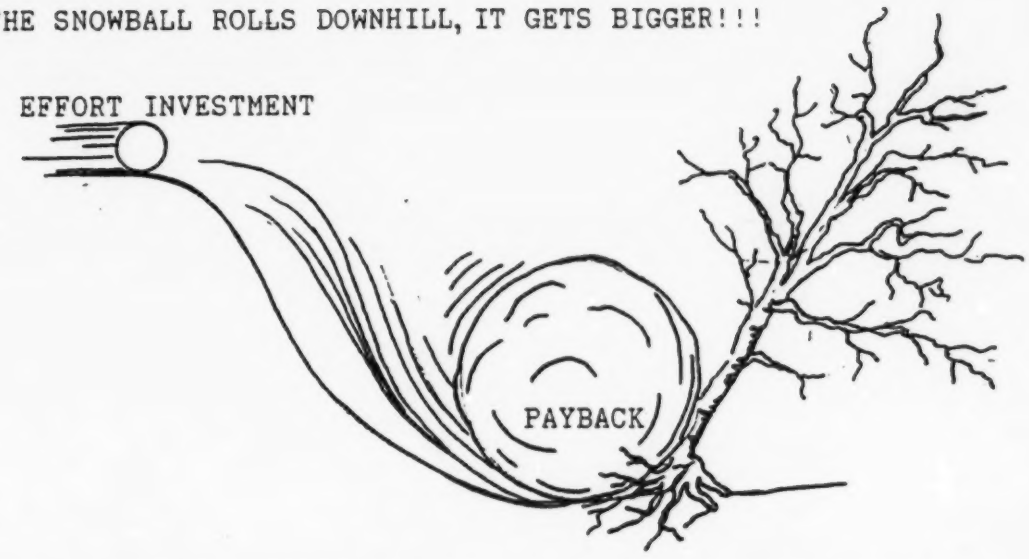
(6) And, as an educator, wouldn't it be comforting to feel support from the business community?

If you are able to answer affirmatively to many of these questions, then you have good reasons to develop business/education partnerships. You have genuine reasons to extend your classroom, lab, or campus out into the community. And you have the opportunity, for some of your more academically battle-scarred students, to inject new meaning and enthusiasm for active participation in their own education.

You have community resources, student motivations, parental concerns, and administrative support ready to be utilized. Capitalize on the possibilities.

AFTER ALL, YOU ARE THE MOST CREATIVE ANIMAL ON EARTH.....A TEACHER!

AS THE SNOWBALL ROLLS DOWNHILL, IT GETS BIGGER!!!



You can start small with one friendly business contact, one ambitious student, and one superb educator-you.

Most good business/industry representatives enjoy working with students, shaping the future workforce in their community, and helping educators who value their expertise. In most cases, you will find them eager to work with you. You need only ask!

Students may become "born again" learners, stimulated by seeing the actual application of your curriculum at the job site. New excitement about your class becomes contagious as program participants return from their extended-campus site to share experiences with other students and teachers.

You will find yourself enjoying the renewed interest in education from students who are typically turned off by the traditional school setting. One by one, successes will add up. Expansion will be a result of a natural progression, which will be nearly self-sustaining, requiring minimal additional effort on your part, and will be actually enjoyable!

YOUR INITIAL INVESTMENT WILL PAY DIVIDENDS!!!

FRINGE BENEFITS

Business/education partnerships inherently offer fringe benefits to you which can be valuable. You now automatically have more resources to use. In addition to working with your students, extended-campus supervisors can help you.

Once you break the ice and establish new partners in education, you have new sources of advice, current trends and information on job market needs, and frequent updates on new products and procedures. They can help you obtain discounted or donated supplies and equipment. You can often take advantage of a tremendous variety of training programs made available by corporations. And, both you and your students will become aware of part or full-time employment opportunities which will never be published in the local newspaper.

SUMMARY: PRACTICAL REASONS FOR EXTENDING YOUR CAMPUS THROUGH BUSINESS/EDUCATION PARTNERSHIPS

BUSINESS/EDUCATION PARTNERSHIPS:

(A) Benefit students, teachers, schools, and businesses. Everyone wins!

(B) Allow business the opportunity to shape the future workforce.

(C) Give valuable on-the-job experience to students, under training conditions, in a specific area of their interest and aptitude.

(D) Stimulate student interest in school by showing the relevance and application of academic and employability skills.

(E) Give teachers valuable outside support and resources.

(F) Help ease the "transition shock" students experience when they leave the school/home environment to enter the world of work and independent living.

(G) Raise teacher self-esteem and increase teaching effectiveness (especially in purely vocational classes).

DEFINITION: EXTENDING YOUR CAMPUS THROUGH BUSINESS/EDUCATION PARTNERSHIPS

EXTENDED-CAMPUS, PRE-APPRENTICESHIP, APPRENTICESHIP PROGRAMS

For all practical purposes, the terms EXTENDED-CAMPUS program and PRE-APPRENTICESHIP program are interchangeable in this publication. Both refer to programs in which students spend part of their school day (usually and ideally, but not restricted to, the structured normal class time) at the job site observing, shadowing, or participating to some extent in the normal daily activities of the participating business partner.

Adapt the concepts in this publication to suit your own needs. The primary model presented here is one which theoretically extends your class or lab directly to the job-site. Remember, this is not a generic job shadowing program, but a program tailored to your specific vocational subject matter area. Multiple entry and exit points are built in to allow for differences in business partners, subject areas, school and class schedules, and student abilities or special needs.

Typically, the on-the-job daily time period utilizes, but does not interrupt, the normal school day. Pre-apprenticeship time blocks may, as an agreed upon option, extend past the normal school day, or begin earlier than the normal school day. In most training level vocational classes, the actual class time period is two to four hours in length which allows for easy implementation of the extended-campus experience. If the class time were one hour or less, you may be required to conduct some delicate negotiations concerning schedule changes, etc., with your administration. (This is one issue in which support from parents and businesses may be helpful.) Be creative and try to keep a positive attitude; you can move mountains!

This text deals with extended-campus/pre-apprentice concepts as defined. Whereas full-fledged APPRENTICE PROGRAMS might quite naturally and easily evolve from these programs, my text will be confined to the less structured, easily adaptable, pre-apprenticeship or extended-campus models.

IF IT WORKS, USE IT! The ideas presented here come from experience, application, trial and error, triumph and failure. They have helped students and improved programs. They work. Feel free to modify any concept to your unique situation and BE LIMITED ONLY BY YOUR IMAGINATION!

I FEAR NO EVIL,... I TEACH!!!

OR,... HOW TO GET STARTED

THE THREE MAJOR ELEMENTS you'll need to begin to build business/education partnerships and develop an excellent pre-apprenticeship/extended campus type program are (these can also blossom into mentoring or full-blown apprenticeship programs with additional resources and commitment):

(A) A willing business representative
(B) A promising student
(C) An educator (you) with confidence, imagination, and a little administrative support

FINDING A BUSINESS PARTNER

Finding a willing business partner is not difficult. You probably have private sector and advisory contacts of some sort in your subject area already. Don't be afraid to ask for help. If you are just starting out, you may have to merely look in your local phone directory.

When you talk to any business representative, explain that you are looking for a professional job site who would allow students to come observe, shadow, or participate in limited on-the-job training activities. If they can't help you directly, they can no doubt recommend someone who may.

A PROMISING STUDENT

For your first experience, you will need to take extra care to choose students who make you and your new business partner comfortable. Your choice need not be rocket scientist material. But remember, they will be representing you and your school, and they will be expected to demonstrate responsibility.

It can be amazing, that often students who give you concerns in class, will behave surprisingly ambitious out of the school environment, away from their friends, in the real world. I was surprised one day, when one of my extended site supervisors asked me to send out "all kinds of students so he could try to straighten some of the tougher kids out". I COMPLIED INSTANTLY WITH HIS REQUEST!!!

THE EDUCATOR

Trusting students with the newly required responsibilities may send chills up your spine. Be convinced! These valuable, unique, job-survival experiences you are giving them are WELL WORTH LEAVING THE COMFORT ZONE!

THE STRUCTURAL CONFIGURATION, MANAGEMENT, FACILITATION, AND IMPLEMENTATION OF EXTENDED-CAMPUS/PRE-APPRENTICESHIP PROGRAMS...

OR, HOW DOES THIS THING WORK???

In simplest form, students report to the job site, fulfill previously agreed upon responsibilities such as observing, shadowing, on-the-job training, and leave the job site to report back to school as required.

SCHEDULES AND TIME FACTORS:

Much will depend on your particular situation; factors to consider are class schedules, length of class time, class sizes, the age of your students, distances to and from job site, methods of transportation, etc.

Ideally, extended site programs work best with training level vocational classes, two to four hours in length, that are scheduled at either the beginning or end of the school day. The on-the-job experience may start earlier than the the school day or extend past the end of the official school day. If your class is more than four hours long, you have a wonderful advantage.

If your class time is restricted, so are your options. However, prospects for the development of some type of an extended-campus program are still good. THE IMPACT ON THE FUTURE OF YOUR STUDENTS, and the SIGNIFICANT IMPACT of BUSINESS/EDUCATION PARTNERSHIPS on the CREDIBILITY OF YOUR SCHOOL DISTRICT SHOULD BE POWERFUL MOTIVATION TO STIR ADMINISTRATIVE SUPPORT.

Be confident and creative. Look at your strengths, your possibilities, and adapt to your situation.

EDUCATORS ARE FAMOUS FOR WORKING WITH WHAT THEY DON'T HAVE!

WHAT DOES THE STUDENT DO???

A unique facet of extended-campus programs is the responsibility students assume for placing themselves in the new learning environment, and performing to, or being made aware of, the standards imposed on all of us from the workplace.

Initially, student responsibilities are to job shadow and observe workers. This is a negotiable item which depends largely on the occupational area and arrangements determined by you and your business partner. Some employers

prefer to have students observe the first few days, and then they let them assist workers in limited capacities. Others may allow them to participate in job functions immediately.

In some situations, special job certification, safety, labor union contracts, and other special considerations may determine the degree of student participation. In all cases, you must insist that safety, legal, ethical, and educational standards are observed.

THAT "L" WORD: THE LIABILITY FACTOR

As an educator, you know that liability of some sort is a factor every second of your workday, whether your students are on or off campus. A good approach is to have your school administrator consult the school attorney about your specific situation and your district policy. Here are steps you can take to protect yourself (refer to APPENDIX A):

(1) Obtain written parental consent for student participation in an off campus program. (Appendix A, A-1)

(2) Obtain written assurance that the student has his/her own accident/health insurance. (Appendix A, A-1)

(3) Create a liability waiver which clearly states the nature of your off-campus program, the voluntary participation of the student, and the written release from liability for you and your district. (Appendix A, A-2)

(4) Your business partner and their insurance carrier may have additional concerns. Discuss these with the job site supervisor openly. They may have additional issues about student age, special qualifications for workers, or regulations, which need to be addressed.

(5) I strongly suggest that you give each student a packet of written information (Appendix B) about your expectations of them during their participation in your extended-campus/pre-apprenticeship program, which includes a direct statement ORDERING THEM TO OBEY ALL SAFETY REGULATIONS UNTIL MOLTEN LAVA FREEZES OVER!!!

Liability is a concern that need not be an unsurmountable obstacle. However, it must be addressed from the beginning by open discussions with all concerned. If a student or parent does not provide the information you request, they should be excluded from participation. Liability is a factor. It's the American way!

GETTING STARTED IN REVIEW

A: Find a suitable business partner who is willing to allow students to job-shadow or participate in on-the-job activities.

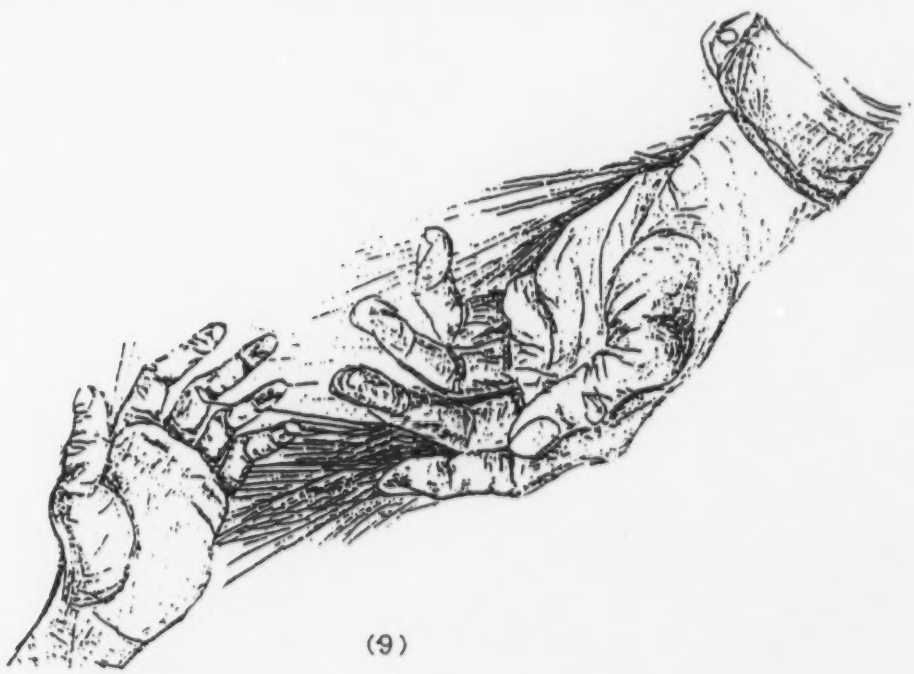
B: Choose students suitable for the type of participation, work environment, and occupational area the extended-campus/pre-apprenticeship involves.

C: Study scheduling and time factors. Adapt to your existing situation and work with administrators to utilize or adjust scheduling if necessary. Be creative.

D: Determine the nature of student responsibilities and activities according to occupational area requirements and agreements between you and your business partner.

E: Discuss goals and objectives with both the job-site supervisor and students prior to setting the pre-apprenticeship program in motion. (Remember, job-shadowing is the minimum activity. If possible, you want students engaged in the activities of the occupational field, as much as appropriate, in order to ease their future transition into the world of work, in their chosen field of interest.)

F: Consider liability factors which pertain to your situation and take the necessary precautions agreed upon by the participating businesses and your school district.



EXTENDED-CAMPUS/PRE-APPRENTICESHIP PROGRAM IMPLEMENTATION

PRELIMINARIES ACCOMPLISHED:

At this point your preliminary work is done, and you have talked to students about the importance of an on-the-job experience. I like to point out that all employers ask new applicants how much job experience they have had previously. However, few want to be the first to give that first on-the-job training. You are now giving your students the rare opportunity to be able to say, "Yes! I have had on-the-job training in this field, in school, with the related academic class work."

YOU ARE EMPOWERING YOUR STUDENTS!

You have discussed goals, objectives, outcomes, and expectations with the job-site supervisors (this may vary slightly from site to site), with student, and with your administrators. Problems of scheduling, liability questions, transportation to and from the job site (in most cases a student responsibility), and any other safety, legal, educational, ethical concerns have been addressed. These may, indeed, present more questions which will have to be worked out later. Be willing to be flexible, open-minded, creative, and positive minded.

AT THIS POINT, NORMAL PEOPLE WOULD BE TIRED AND EXHAUSTED...BUT, YOU ARE NOT NORMAL! YOU ARE A TEACHER!

PRELIMINARIES ARE OVER. LET'S BEGIN.

A. Selectively match up students with job sites.

B. Pass out the NON-NEGOTIABLE FORMS TO BE COMPLETED, disseminated, and on file. Give your business partner and administrators a copy of any agreements or liability waivers. Keep one for your records. Non-compliance at this point should eliminate a student from participation. (Appendix A) This is particularly critical for industrial job-site settings where safety concerns may be pronounced.

C. Clearly communicate to the student exact departure and arrival times.

D. I recommend that you develop a LEARNING GUIDE with goals, objectives, written assignments, and any additional activities for which you desire artifacts. (These are additional evaluation tools.) (Appendix B)

E. Give each student the learning guide. (Sample in Appendix B)

IMPLEMENTATION (continued)

F. Talk to your business partner by phone or in person to give them a briefing on the students you are sending. Discuss any specifics pertaining to academic abilities, personality types, additional work experience or background each might have. This can help them with training assignments. In my extended-campus programs, most site managers will informally assign students to a worker/MENTOR who may work in a particular specialization in the occupational area. This briefing can help them determine placement. (However,.be careful to guard student confidentiality.)

DAY TO DAY OPERATIONS

MONITORING THE EXPERIENCE:

A. Talk to the site supervisor or mentor at regular intervals, but don't be a pest. This can be a phone call or a visit depending on your situation.

B. If possible, talk to the student daily about their experiences. Encourage them to share what they have learned with you and their classmates. (This is often the most fun for you-and enlightening!)

C. At intervals, evaluate the perceived value of the experience with all concerned. You may want to end, change. or extend the experience. (THE BEAUTY OF THIS TYPE OF PRE-APPRENTICE PROGRAM IS THE ABILITY TO ADJUST TO STUDENT NEEDS! You are not "locked in" to an imposed rigid format. You are empowered to meet the needs of students, and you control the reins of the program.

D. If you are lucky enough to have a small class, or multiple sites, your job may change temporarily to coordinator. If not all of your students are " on site," you become teacher and coordinator. Your extended-campus program becomes a great asset to your existing curriculum!

E. REMINDER! You are utilizing business partnerships because THEY ARE THE EXPERTS IN THEIR FIELD. You are the expert educator. Learn as much as you can from your students experiences. Take advantage of this opportunity. GOOD TEACHERS ARE GOOD STUDENTS.

EVALUATION

Evaluation will depend on a number of factors such as: trainer's evaluation sheets, written activities completed from the learning guide, number of weeks completed in your program, the portion of your particular grading period successfully completed, and formal conferences or informal recommendations from the business participants.

This one is up to you! You must weigh all the factors, both objective and subjective, to come up with your own evaluation system. Try to have a variety of factors which determine the final grade. (See Appendix A-3 and Appendix B)

Do not be overly concerned about some evaluations being based appropriately upon observations and reasonable subjective judgment. You are a professional. You must be confident in your judgment. Besides, that's why you get the big bucks!

REALITY CHECK...NO C.E.O. OF ANY MAJOR CORPORATION EVER CLIMBED TO THE TOP THROUGH STANDARDIZED TESTING!

AFTERMATH

You may start with a small, slightly informal, extended-campus/pre-apprenticeship program, and through a series of quite surprising successes, find yourself with a thriving program in a short period of time. Starting with one business partner and one student, you may soon find other businesses seeking you out to offer assistance, and students begging to get into your program!

The beauty of this system is its flexibility and lack of dependence on additional financial resources. The mentoring process that occurs with students at the job site gives students a rich variety of experience with minimum inconvenience and expense to anyone involved.

Workers and supervisors will get to know your students. It is quite common to have students land part-time jobs via their performance. Some will be offered full-time employment upon graduation. At a minimum, all get a glimpse of the expectations of the "real world" by receiving on-the-job training in an area of high interest to them.

A WORD ABOUT APPRENTICESHIPS

An extended-campus/pre-apprenticeship program lends itself easily to expansion into apprenticeship programs. Apprenticeship programs often require that students be somehow paid while they are training and generally offer nearly guaranteed employment upon completion. This would require a more defined, structured, financial commitment from the business partner. However, more and more, corporate America is beginning to understand that investments in education reap dividends!

THE BEST OF BOTH WORLDS!

Extended-campus/pre-apprenticeship programs offer students of nearly all abilities the opportunity for priceless on-the-job training experiences while they are still in the educational community. They link students with reality and build partnerships between businesses and schools. Learning becomes relevant; stimulating even the reluctant student into action. These experiences create a vehicle which greatly eases the anxiety of transition from school to work and independent living. This is of critical value to students with special needs.

Business/education partnerships have the unique ability to offer instruction in high-tech, mid-tech, and low-tech occupational areas. This ability offers tremendous potential to challenge the most gifted, or to meet the occupational education needs of students from special populations. The great depth of instructional diversity comes from the broad spectrum of labor force characteristics reflected in the community.

If you combine the community's resources available to educate its children with the determined creativity of teachers, you can build productive business-education partnerships which have the spectacular potential to improve education for future generations.

APPENDIX A

**Note: This is a suggested sample agreement. You must generate one which clearly expresses the configuration and expectations of your own pre-apprenticeship program. Time spent now can help you avoid problems later!

EXCELLENT HIGH SCHOOL, PRE-APPRENTICESHIP AGREEMENT FORM

OBJECTIVE: To provide on-the-job training in automotive repair which provides occupational instruction in an extended-site format.

IMPLEMENTATION: Students participating in the EXCELLENT HIGH SCHOOL EXTENDED-CAMPUS/PRE-APPRENTICESHIP PROGRAM will travel to and from the job site daily to receive on-the-job training through observation and selected training experiences. Students and their parents or guardians are entirely responsible for transportation.

At the job site, the trainer-supervisor will monitor employability traits, record absences and tardies, and evaluate the student using the evaluation sheet provided by the instructor. Occupational skills will be taught at the job site that are from the automotive task list.

The student will report in to his/her teacher weekly to discuss the progress of the training experience. The length of the pre-apprenticeship experience will be from nine to eighteen weeks as agreed upon by all parties. The semester grade will be determined according to the evaluation procedure outlined in the learning guide.

PARENTS OR GUARDIANS ACCEPT ALL LIABILITY for student travel to and from the job site or while participating in this program at the job site. All participants must have accident and health insurance to participate.

PARENTAL PERMISSION TO PARTICIPATE
ACCORDING TO THE CONDITIONS OUTLINED ABOVE

_____ _____
Signature of parent or guardian Date

Name of accident or health insurance_____

_____
Student signature

_____
Training site superviser

_____
Instructor

BUILDING BUSINESS and EDUCATION PARTNERSHIPS THROUGH
EXTENDED-CAMPUS and PRE-APPRENTICESHIP PROGRAMS

CREATING A LIABILITY WAIVER

In addition to your training agreement you might be wise to create a liability waiver document. Consult your administration. They may wish to consult the district's attorney.

Although elements of your waiver may be found in your training agreement, it still helps to emphasize the assumption of responsibilities by participants and the unique nature of the program.

The following factors should be included:

1. Participation is optional and voluntary.
2. This program is off-campus.
3. Students are required to provide their own transportation to and from the job site.
4. No school district supervisor or teacher will be present during travel to and from the job site or on location at he job site.
5. All parties understand the conditions of participation.
6. Parents, guardians, and participants sign the waiver.
7. All school district employees are clear of responsibility for accidents arising from participation in this program.

... AND ANY OTHER FACTORS YOU
OR YOUR ADMINISTRATION FEEL APPROPRIATE!

A sample waiver my be included as part of the learning guide for students to examine.

(Refer to the sample in Appendix B, page B-5)

**NOTE: THIS IS ONLY A SUGGESTED SAMPLE EVALUATION. Adapt it to your needs. Incorporate items for evaluation such as employability skills, specific job skills, and any other skills or behaviors you feel are appropriate. Expand this model to address the needs of your subject area. Consult with your business partners on items to be included.

EXCELLENT HIGH SCHOOL AUTOMOTIVE PRE-APPRENTICESHIP PROGRAM

TRAINER'S EVALUATION

Student _____ Training Site _____

Please evaluate the student on all items that apply to your particular situation. Check the number you feel applies to the student's performance. 1 is poor. 3 is average. 5 is superior.

Employability Trait	5	4	3	2	1
Dependability	___	___	___	___	___
Shows interest in the job	___	___	___	___	___
Listens to instructions	___	___	___	___	___
Obeys safety rules	___	___	___	___	___
Courteous and polite	___	___	___	___	___
Cooperates	___	___	___	___	___
Takes initiative	___	___	___	___	___
Shows effort and enthusiasm	___	___	___	___	___
Accepts criticism	___	___	___	___	___

Below: Please feel free to make constructive suggestions which might help this student improve his/her chances for successful employment.

_____

Date _____ Training Supervisor's Signature

(A-3)

APPENDIX B

EXTENDED-CAMPUS/PREAPPRENTICESHIP PROGRAM

EXCELLENT HIGH SCHOOL, USA

(SAMPLE DOCUMENT)

A LEARNING GUIDE

TASK: AUTOMOTIVE PRE-APPRENTICESHIP TRAINING EXPERIENCE

PURPOSE: In the automotive field, as with many other job areas, technical knowledge doubles about every two years. In order to insure that you are receiving up-to-date training in skills used by the automotive shops in this community, EXCELLENT HIGH SCHOOL has formed business-education partnerships with successful automotive shops and dealerships in our community.

This learning guide has been developed for students who are interested in seeking a career in the automotive industry. It is designed to guide you through your observations and on-the-job training experiences.

PERFORMANCE OBJECTIVES:

1. The student will observe automotive technicians at the job site on a daily basis.
2. The student will participate in actual job experiences as agreed upon by his/her instructor and the business supervisor.
3. The student will complete written assignments and activity sheets as instructed.
4. Students will receive all average and above average scores on the employer's evaluation sheet.
5. Students should display excellent work behaviors during the entire apprenticeship-type experience. They must report to the work site on time, return to school at prearranged times, and maintain nearly a 100% attendance rate.

LEARNING ACTIVITIES:

GENERAL

1. Read all of the materials in this learning guide.

2. Obtain the extended campus agreement form from your teacher, take it home and have it signed by your parent or guardian, and return it quickly in order to participate.

3. Discuss any questions you may have with your instructor.

4. Make an effort to visit your on-the-job training site. Familiarize yourself with transportation routes which allow you to drive safely to and from school.

5. Discuss transportation with your parents and classroom instructor. Transportation is your responsibility and a requirement to participate in this apprenticeship program.

6. Report to the your extended-campus site promptly each day with safety glasses, work clothes, and any other materials you will need to participate in your training activities.

DEMONSTRATE GOOD EMPLOYABILITY SKILLS

1. Act appropriately as you would if you actually had a full-time job. Be courteous and enthusiastic. Keep a neat appearance and use clean language. These are important because many students receive job offers as a result of a successful pre-apprenticeship experience. Approach each day as if it were a job interview, because you are being trained and observed by professionals who know what a good employee should look like!

2. Ask questions. This shows you are interested. And, listen carefully. This is especially important if there are safety concerns.

3. Obey all safety regulations and follow all safety procedures.

4. Be on time and do not be absent unless absolutely necessary. If you must be absent, call your training supervisor and the school.

5. Remember that you are representing your school and that participation in this program is a privilege. Act appropriately.

6. Be sure to thank your trainer-supervisor for taking the time and effort to allow you to participate in the pre-apprenticeship program.

LEARNING ACTIVITIES:

WRITTEN ACTIVITIES

1. Complete all activity sheets.

2. Answer all questions that apply to your on-the-job training experience.

3. Turn all written assignments in the first day you return to class.

4. * OPTIONAL
   Write a resume pertaining to the job position for which you just received training, and submit it to several prospective employers. Turn a copy in to your teacher for grading.

EVALUATION

1. Written assignments: All written assignments must be turned in the first day you return to class. 100% of all questions appropriate to your training experience should be completed and submitted for teacher evaluation.

2. Your trainer evaluation must have all average or above ratings.

3. Attendance should be 100% except for approved absences. (Unexcused or excessive absences are cause for immediate removal from the program.)

INFORMATION SHEET #1: SAMPLE AGREEMENT

Directions: Obtain a copy of this agreement form from your instructor, take it home to your parent or guardian, read it carefully, sign it, and return it to your instructor before you may participate. Be sure it is signed!

EXCELLENT HIGH SCHOOL, PRE-APPRENTICESHIP AGREEMENT FORM

OBJECTIVE: To provide on-the-job training in automotive repair which provides occupational instruction in an extended-site format.

IMPLEMENTATION: Students participating in the EXCELLENT HIGH SCHOOL EXTENDED-CAMPUS/PRE-APPRENTICESHIP PROGRAM will travel to and from the job site daily to receive on-the-job training through observation and selected training experiences. Students and their parents or guardians are entirely responsible for transportation.

At the job site, the trainer-supervisor will monitor employability traits, record absences and tardies, and evaluate the student using the evaluation sheet provided by the instructor. Occupational skills will be taught at the job site that are from the automotive task list.

The student will report in to his/her teacher weekly to discuss the progress of the training experience. The length of the pre-apprenticeship experience will be from nine to eighteen weeks as agreed upon by all parties. The semester grade will be determined according to the evaluation procedure outlined in the learning guide.

PARENTS OR GUARDIANS ACCEPT ALL LIABILITY for student travel to and from the job site or while participating in this program at the job site. All participants must have accident and health insurance to participate.

PARENTAL PERMISSION TO PARTICIPATE
ACCORDING TO THE CONDITIONS OUTLINED ABOVE

_____ _____
Signature of parent or guardian Date

Name of accident or health insurance_____

_____
Student signature

_____
Training site supervisor

_____
Instructor

INFORMATION SHEET # 2: SAMPLE WAIVER

BUILDING BUSINESS and EDUCATION PARTNERSHIPS THROUGH
EXTENDED-CAMPUS and PRE-APPRENTICESHIP PROGRAMS

**Note: Participation in EXCELLENT HIGH SCHOOL'S Extended-site/Pre-apprenticeship Program is a unique opportunity. However, participants should clearly understand that students are off campus and not under the direct supervision of faculty. This waiver must be completed and turned in to your instructor before your first day at the job site.

(SAMPLE ONLY, NOT INTENDED FOR DIRECT USE)
LIABILITY WAIVER

WAIVER

I understand that participation in this (your school's) off-campus educational program is entirely optional and requires the student to be responsible for his/her own transportation. I understand that while off-campus (critical to clarify) in this pre-apprenticeship/extended-site program, my dependent, or myself (if over 18 years of age and on their own), will not be under the direct supervision of the teacher or member of the school district (this must be clearly stated.)

I voluntarily waive any right to hold the school district, its employees, or representatives responsible for any damages which may result from participation in this program.

Signed this _____ day of _____, 19_____.

THIS IS A RELEASE. READ BEFORE SIGNING.

_____
Parent or Guardian

_____
Student

(B-5)

INFORMATION SHEET # 3: SAMPLE EVALUATION

A NOTE TO STUDENTS: THIS IS A SAMPLE OF THE EVALUATION YOUR JOB SITE SUPERVISORS WILL BE TURNING IN TO THE SCHOOL AT THE COMPLETION OF YOUR PROGRAM PARTICIPATION. IT WILL BE USED TO HELP DETERMINE YOUR GRADE.

EXCELLENT HIGH SCHOOL AUTOMOTIVE PRE-APPRENTICESHIP PROGRAM

TRAINER'S EVALUATION

Student _____ Training Site _____

Please evaluate the student on all items that apply to your particular situation. Check the number you feel applies to the student's performance. 1 is poor. 3 is average. 5 is superior.

Employability Trait	5	4	3	2	1
Dependability	___	___	___	___	___
Shows interest in the job	___	___	___	___	___
Listens to instructions	___	___	___	___	___
Obeys safety rules	___	___	___	___	___
Courteous and polite	___	___	___	___	___
Cooperates	___	___	___	___	___
Takes initiative	___	___	___	___	___
Shows effort and enthusiasm	___	___	___	___	___
Accepts criticism	___	___	___	___	___

Below: Please feel free to make constructive suggestions which might help this student improve his/her chances for successful employment.

_____

Date _____ Training Supervisor's Signature _____

(B-6)

On-The-Job Training Activity Sheet

During your training experience you will have a rich variety of training activities. Part of your final grade will be from your written work in which you are asked to record your observations and conclusions about these experiences. All of the questions should be completed and turned in to your teacher on the first day you return to class.

Where are you doing your pre-apprenticeship training?

How would you describe the business at this site? Is it a large dealership or a small privately owned business? Would it be considered a high or low volume business?

Roughly how many employees are working?_____

Make a list of things that impress you about the training site.

Briefly explain several things you are learning which will help you.

Describe what kinds of jobs you worked on.

In your opinion, what were the attitudes of the workers toward each other?

Student Activity Sheet (continued)

In your opinion, did the employees demonstrate teamwork? If so, how? If not, why not? And did this affect the quality of work done or quality of service?

In your opinion, how were the customers treated by the managers and workers? Can you describe an instance when workers did more than was required in order to help a customer?

Describe the general safety policies of the business. How do they compare to those you have learned in your related classes at school?

We often refer to the on-the-job training experience as learning out in the "real world". What were some of the most surprising differences between school and work that impressed you the most?

After you have completed this assignment, write the essay summary and turn all written work in to your teacher the first day you return to class.

ESSAY SUMMARY OF AUTOMOTIVE
PRE-APPRENTICESHIP TRAINING EXPERIENCE

DIRECTIONS: Write a one-page report on your on-the-job training experience. Please include discussions of the following:

A. Did you like your training at the job site? Please explain why.

B. Would you recommend it for future students?

C. Were things as you expected? Why?

D. What unexpected things did you find?

E. Explain some of the things that you learned that will help you if you should become employed in this type of job in the future.

This report will be evaluated on neatness, content, and communication skills. It will be used along with your trainer-supervisor's evaluation and your other written work to compute your grade. Turn it in the first day you return to class.

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For more information, you may contact:

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